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Spring 2-1-2019

# ENST 230H.01: Nature and Society

Peter McDonough

University of Montana, [peter.mcdonough@umontana.edu](mailto:peter.mcdonough@umontana.edu)

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# **NATURE AND SOCIETY [IN WESTERN SOCIETY]**

## **SPRING 2019**

ENST 230H\_01

Spring, 2019

MWF 10:00-10:50 am in Education 312

CRN: 35208

Peter McDonough

Rankin Hall M9

Office Hours: M/F 11:00 AM - Noon

peter.mcdonough@umontana.edu

### **COURSE DESCRIPTION**

This course explores how the relationship between human societies and the natural world has been influenced throughout history by various thinkers and ideas. We also consider how nature itself and our interactions with it has influenced society, and in turn, environmental thought. Thus, we examine ecological and biogeographical constraints and ways humans have culturally adapted in attempting to surmount those limits. We explore Western (Euro-American) environmental thought from prehistory until today. To help us understand its distinctiveness we also touch on some contrasting nonwestern perspectives. We necessarily are only able to give limited attention to the various ages, even within the western tradition, and thus, environmental thought and developments of many societies and civilizations are not covered.

Nevertheless, we will examine major paradigmatic shifts and strive to understand how environmental thought has affected the way different societies have viewed nature, their place with respect to the natural world, and in turn, their interactions with it. By exploring that theme, we will also see connections between ideas, writers, and thinkers of the past and the current global environmental crisis. We will ponder if the answers to a more sustainable, prosperous, and just society in the future reside in history and its lessons, or whether we will need to forge new ideas, sensibilities, and ways of relating to each other and nature. Students are encouraged to explore their own connections with the past, develop principles and values that have personal meaning, and contemplate their place in nature and society.

### **OBJECTIVES**

Upon completion of this course, students should be able to:

1. Articulate the distinctive ideas, and social and historical contexts, of influential thinkers and their writings about the role of humans in relation to the natural world.
2. Think critically about the effects of such views on different societies' interactions with the natural world.
3. Recognize the importance of other historical factors, particularly scientific advancements, technological developments, and changes in social organization.
4. Synthesize ideas and events that led to several major paradigmatic shifts, from pre-history to the present, regarding dominant societal views of the place of humans in nature.
5. Analyze current environmental issues utilizing historical ideas, thinkers, and events.
6. Articulate their personal perspectives on human-nature interactions in relation to historical ideas, thinkers, and events.

## GENERAL EDUCATION IN HISTORICAL AND CULTURAL STUDIES (H) (from UM's website)

These courses present the historical or cultural contexts of ideas and institutions, and examine cultural development or differentiation in the human past. They are foundational in that they are wide-ranging in chronological, geographical, or topical focus, or in that they introduce students to methods of inquiry specific to a particular discipline.

Upon completion of a Historical and Cultural Studies course, students will be able to:

1. Synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events;
2. Evaluate texts or artifacts within their historical and/or cultural contexts;
3. Analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

## TEACHING ASSISTANTS

*Aubrey Pongluelert*

[aubrey.pongluelert@umontana.edu](mailto:aubrey.pongluelert@umontana.edu)

*Office:* JRH M1C

Tues 9:00 – 10:00 AM

Fri 11:00 AM – 12:00 PM

*Olivia Alexander-Leeder*

[olivia.alexander-leeder@umontana.edu](mailto:olivia.alexander-leeder@umontana.edu)

*Office:* JRH M1C

Mon 5:30 – 6:30 PM

Thurs 11:00 AM – 12:00 PM

*Mallory Scharf*

[mallory.scharf@umontana.edu](mailto:mallory.scharf@umontana.edu)

*Office:* JRH M1C

Mon 11:00 AM – 12:00 PM

Thurs 8:00 – 9:00 AM

## REQUIRED TEXTS

Harari, Yuval Noah. *Sapiens: A Brief History of Humankind* (New York: HarperCollins, 2015). ISBN: 9780099590088 (**Sapiens**)

Quinn, Daniel. *Ishmael* (New York: Bantam/Turner). ISBN: 0553375407 (**Ishmael**)

Swimme, Brian and Mary Evelyn Tucker. *Journey of the Universe*. (New Haven, CT: Yale University Press, 2011). ISBN: 97803000171907 (**JU**)

Electronic Reserve Readings on Moodle: (**MOODLE**)

## REQUIREMENTS

**\*PLEASE TURN OFF ALL ELECTRONIC DEVICES DURING CLASS [This includes cellphones, tablets, and laptops]**

Regular class attendance and participation that demonstrates a grasp of the reading assignments

Short critical response essay on *Ishmael*

Weekly 2-page response essays to the readings

Written midterms and final exam

5 hours of “ecological immersion” and reflective essay

Final essay synthesizing learnings from the course

## CLASS MEETINGS AND FORMAT

Class meets Monday, Wednesday, and Friday from 10:00--10:50 am. On Monday and Wednesday we meet in University Hall 210. Most Fridays the class will be divided into smaller activity sections, which will meet separately with either the instructor or one of the teaching assistants. Your class location and teacher for Friday class will be announced in class the first full week. Readings and assignments not listed in the course schedule may be assigned for Friday sections by your teacher. Tests, in-class writing and reading, discussion, and other activities will mostly occur on Fridays and will usually, but not always, cover material, ideas, and questions raised during the week.

## ASSIGNMENTS AND CLASSES

**\*Sapiens** = *Sapiens: A Brief History of Humankind*; **JU** = *Journey of the Universe*; **MOODLE** = readings on Moodle

### *Class Day Session Topic and Assignment Reading*

| I. INTRODUCTION |   |   |   |
|-----------------|---|---|---|
| 1/11            | F | 1 | <b>Introduction: Laying out themes and structure of the course</b>  |
| 1/14            | M | 2 | <b>Why It Matters: The Cosmological Context and The Planetary Challenge to the Human Race</b><br><i>Journey of the Universe</i> , Chs. 1-4 ( <b>JU</b> pp. 1-45)  |
| 1/16            | W | 3 | <b>Journey of the Universe II: The Emergence of Life</b><br><i>Journey of the Universe</i> , Chs. 5-7 ( <b>JU</b> pp. 47-79)  |
| 1/18            | F | 4 | <b>Section Meetings: Meeting Each Other and Getting Organized</b><br>Edward O. Wilson "The Diversity of Life" pp. 193-195 <b>MOODLE #1</b><br>Anne Ehrlich and Paul Ehrlich "Extinction: Life in Peril" pp. 335-342 <b>MOODLE #2</b><br><u>Recommended</u> : Steffen, et al., "The Trajectory of the Anthropocene: The Great Acceleration" <b>MOODLE #3</b> |
| 1/21            | M |   | <b>MLK Day – No Class</b>   |
| 1/23            | W | 5 | <b>Journey of the Universe III: The Origin and Impact of Humans</b><br><i>Journey of the Universe</i> , Chs. 8-11 ( <b>JU</b> pp. 81-118)   |
| 1/25            | F | 6 | <b>Section Meetings: Locating Ourselves: The Anthropocene</b><br>Jeffrey Sachs "The Anthropocene" pp 57-81 <b>MOODLE #4</b><br>➤ <i>Journey of the Universe</i> response essay due in class   |
| 1/28            | M | 7 | <b>Raising Questions I: The Relation of Culture and Ecology</b><br><i>Ishmael</i> : Chs. 1-5 (pp. 3-91)   |
| 1/30            | W | 8 | <b>Raising Questions II: Takers, Leavers, and a Crashing Culture?</b><br><i>Ishmael</i> : Chs. 6-9 (pp. 95-184)   |

| <i>Class</i>   | <i>Day</i> | <i>Session</i> | <i>Topic and Assignment Reading</i>  |
|--|------------|----------------|--|
| 2/1  | F          | 9              | <b>Section Meetings:</b> Discuss <i>Ishmael</i><br><i>Ishmael</i> : Chs. 10-13 (pp. 187-263)   |
| <b>II. SETTING THE CONTEXT: FROM PRE-HISTORY TO EARLY CIVILIZATION</b>                           |            |                |  |
| 2/4  | M          | 10             | <b>The Cognitive Revolution I: The Emergence of <i>Homo Sapiens</i></b><br><i>Sapiens</i> Ch. 1: “An Animal of No Significance”<br><i>Sapiens</i> Ch. 2: “The Tree of Knowledge”<br><u>Recommended</u> : E. O. Wilson: “The Riddle of the Human Species”<br><b>MOODLE #5</b><br>John Poggie, et al “Introduction” to <i>The Evolution of Human Adaptations</i> ”; pp 1-15 <b>MOODLE #6</b><br>➤ <i>Ishmael</i> response essay due in class   |
| 2/6  | W          | 11             | <b>The Cognitive Revolution II: Forager Cultures and Mass Extinctions</b><br><i>Sapiens</i> Ch. 3: “A Day in the Life of Adam and Eve”<br><i>Sapiens</i> Ch. 4: “The Flood”<br>Jared Diamond “Introduction” and “Up to the Starting Line” from <i>Guns, Germs, and Steel: The Fates of Human Societies</i> pp 9-25, 35-52 <b>MOODLE #7, 7A</b>   |
| 2/8  | F          | 12             | <b>The Agricultural Revolution I: The Great Transition</b><br><i>Sapiens</i> Ch. 5: “History’s Biggest Fraud” <i>Sapiens</i> Ch. 6: “Building Pyramids”<br><u>Recommended</u> : Jared Diamond “Farmer Power”, <i>Guns, Germs, and Steel</i> pp 85-92 <b>MOODLE #8</b><br>Jared Diamond “History’s Haves and Have-nots”, <i>Guns, Germs, and Steel</i> pp 93-103 <b>MOODLE #9</b><br>Jared Diamond “To Farm or Not to Farm”, <i>Guns, Germs, and Steel</i> pp 104-113 <b>MOODLE #10</b> |
| 2/11   | M          | 13             | <b>The Agricultural Revolution II: Culture, Writing, and Social Hierarchy</b><br><i>Sapiens</i> Ch. 7: “Memory Overload”<br><i>Sapiens</i> Ch. 8: “There is No Justice in History”<br><u>Recommended</u> : J. John Palen “Emergence of Cities” from <i>The Urban World</i> pp 21-25; 29-57 <b>MOODLE #11A, 11B, 11C</b>  |
| <b>III. VIEWING EARTH, VIEWING HUMANITY: FOUNDATIONS FOR WESTERN AND NON-WESTERN WORLD VIEWS</b> |            |                |  |
| 2/13   | W          | 14             | <b>The Unification of Humankind: Emergence of Empire</b><br><i>Sapiens</i> Ch. 9: “The Arrow of History”<br><i>Sapiens</i> Ch. 10: “The Scent of Money”<br><i>Sapiens</i> Ch. 11: “Imperial Visions”   |

*Class Day Session Topic and Assignment Reading*

|   |   |    |  |
|---|---|----|--|
| ➤ <b>1<sup>st</sup> Reading Response essay due in class</b>                       |   |    |  |
| 2/15  | F | 15 | <b>Section Meetings:</b> Review for 1 <sup>st</sup> Midterm Exam   |
| 2/18  | M |    | <b>Presidents' Day – No Class</b>  |
| 2/20  | W | 16 | <b>From Animism to Polytheism to Monotheism: The Emergence of Religion, Ancient Hebrew Views, Dominion and the Biblical Tradition</b><br><i>Sapiens</i> Ch. 12 “The Law of Religion”<br>Daniel Hillel “Environment and Culture: A Premise and Its Implications” and “Perceptions of Humanity’s Role on God’s Earth” from <i>The Natural History of the Bible</i> pp 11-25, 241-246 <b>MOODLE #12</b><br>Selections from <i>Genesis</i> and Psalm 8 in the Hebrew Bible <b>MOODLE #13</b> |
| 2/22  | F | 17 | <b>1<sup>st</sup> Midterm Exam</b>   |
| 2/25  | M | 18 | <b>“The Word Made Flesh”: Christianity &amp; the Medieval Synthesis</b><br>Victor Ferkiss “To Serve Man or to Serve Nature?” pp 1-17 <b>MOODLE #14</b><br>“Great Chain of Being” in <i>New World Encyclopedia</i> <b>MOODLE #15</b>  |
| <b>IV. MOVING TOWARD MODERNITY: THE DISENCHANTMENT &amp; DOMINATION OF NATURE</b> |   |    |  |
| 2/27  | W | 19 | <b>Science Rising: Method, Monster, or Savior?</b><br><i>Sapiens</i> Ch. 14, pp. 247-266: “The Discovery of Ignorance”<br>“The Scientific Revolution: Nature on the Rack” NW pp 168-179 <b>MOODLE #16</b><br>“Philosophers of the Brave New World” NW pp 180-193 <b>MOODLE #17</b>   |
| ➤ <b>2<sup>nd</sup> Reading Response essay due in class</b>                       |   |    |  |
| 3/1   | F | 20 | <b>Section Meetings:</b> Discuss Readings<br><i>Go Over Ecological Immersion Requirements</i>  |
| 3/4   | M | 21 | <b>The Enlightenment, Private Property, and “Man’s” New Ascendancy</b><br>John Locke “Of Property” from <i>The Two Treatises of Government</i> <b>MOODLE #18</b><br>“The Enlightenment: The Disenchantment of Nature” NW pp 214-221 <b>MOODLE #19</b>  |
| 3/6   | W | 22 | <b>Wedding Science with Technology: Colonialism, the Industrial Revolution and the New Global Economy</b><br><i>Sapiens</i> Ch. 15: “The Marriage of Science and Empire”<br>Victor Ferkiss “Technology Triumphs: The Industrial Revolution” <b>MOODLE #20</b><br>Recommended: <i>Sapiens</i> Ch. 16: “The Capitalist Creed”  |
| ➤ <b>3<sup>rd</sup> Reading Response essay due in class</b>                       |   |    |  |

| <i>Class</i>  | <i>Day</i> | <i>Session</i> | <i>Topic and Assignment Reading</i>  |
|---|------------|----------------|--|
| 3/8   | F          | 23             | <b>Section Meetings:</b> Review for 2 <sup>nd</sup> Midterm Exam<br>Go over Ecological Immersion assignment  |
| 3/11  | M          | 24             | <b>The Scientific Method Meets Geology &amp; Biology: The Legacy of Charles Darwin</b><br>Charles Darwin <i>The Origin of Species</i> 27-30; 115-121 <b>MOODLE #21</b><br>Selections from Elizabeth Kolbert's <i>The Sixth Extinction</i> <b>MOODLE #22</b><br><u>Recommended:</u> Donald Worster "Scrambling for Place" from <i>Nature's Economy: The Roots of Ecology</i> pp 145-169 <b>MOODLE #23</b><br><u>Guest Speaker:</u> Olivia Alexander-Leeder, Environmental Studies             |
| <b>V. RESTORING REVERENCE &amp; HARNESSING HUMANS: ROMANTICISM, TRANSCENDENTALISM, AND THE BEGINNING OF CONSERVATION &amp; PRESERVATION</b> |            |                |  |
| 3/13  | W          | 25             | <b>Romanticism and Transcendentalism: The Legacy of Emerson and Thoreau</b><br>R. Nash: "Henry David Thoreau: Philosopher" <b>MOODLE #24</b><br>Henry David Thoreau: "Walking" pp 3-32 <b>MOODLE #25</b><br>Rebecca Solnit: "The Thoreau Problem" from <i>Orion</i> 2009 <b>MOODLE #26</b><br><u>Guest Speaker:</u> Phil Condon, Director, Environmental Studies<br>➤ (no Reading Response this week)  |
| 3/15  | F          | 26             | <b>2<sup>nd</sup> Midterm Exam</b>   |
| <b>VI: THE RISE OF MODERN ENVIRONMENTALISM</b>  |            |                |  |
| 3/18  | M          | 27             | <b>John Muir: The Rise of the Environmental Movement</b><br>R. Nash: "Wilderness Preserved" <b>MOODLE #27</b><br>R. Nash: "John Muir: Publicizer" <b>MOODLE #28</b><br>"Hetch Hetchy" <b>MOODLE #29</b><br>John Muir: Excerpts from "A Wind-storm in the Forests" <b>MOODLE #30</b><br><u>Recommended:</u> John Muir "The Philosophy of John Muir" from <i>The Wilderness World of John Muir</i> pp 311-323 <b>MOODLE #31</b><br><u>Guest Speaker:</u> Mallory Scharf, Environmental Studies |
| 3/20  | W          | 28             | <b>The Underside of Manifest Destiny: Expeditions and the Role of People of Color</b><br>Dorceta Taylor: "People of Color: Access to and Control of Resources" <b>MOODLE #32</b><br>➤ 4 <sup>th</sup> Reading Response essay due in class  |
| 3/22  | F          | 29             | <b>Nature and Society in the City: The Beginnings of Urban Environmentalism</b><br>Robert Gottlieb: "Urban and Industrial Roots: Seeking to Reform the System"   |

**MOODLE #33**

----- **SPRING BREAK 3/25 – 3/29**-----

- |             |          |           |  |
|-------------|----------|-----------|--|
| <b>4/1</b>  | <b>M</b> | <b>30</b> | <p><b>Ecology and Conservation Biology</b></p> <p>Aldo Leopold “Thinking Like a Mountain” from <i>A Sand County Almanac</i> pp 137-141 <b>MOODLE #34</b></p> <p>Aldo Leopold “The Land Ethic” from <i>A Sand County Almanac</i> pp 201-226 <b>MOODLE #35</b></p> <p>R. Nash: “Aldo Leopold: Prophet” <b>MOODLE #36</b></p> <p><u>Recommended:</u> “Ecology, Conservation, and Ethics” pp. 62-77 from John Grim and Mary Evelyn Tucker, <i>Ecology and Religion</i>. <b>MOODLE #37</b></p> <p><u>Guest Speaker:</u> Prof. Len Broberg, Environmental Studies</p>  |
| <b>4/3</b>  | <b>W</b> | <b>31</b> | <p><b>Rachel Carson’s Not-So-Silent Spring: The Rise of the Green Critique</b></p> <p>Rachel Carson: Excerpts from her writings <b>MOODLE #38</b></p> <p>“Preface to the Second Edition of <i>The Sea Around Us</i>” [1961] “A Fable for Tomorrow” [1962]</p> <p>“A New Chapter to <i>Silent Spring</i>” [1963]</p> <p>“The Pollution of Our Environment” [1963]</p> <p>Rachel Carson: “Introduction” by Linda Lair and “The Obligation to Endure,” Chapter 2 from <i>Silent Spring</i> <b>MOODLE #39</b></p> <p>“Rachel Carson” <i>Dreamers and Defenders: American Conservationists</i> <b>MOODLE #40</b></p> <p style="padding-left: 20px;">➤ <b>5<sup>th</sup> Reading Response essay due in class</b></p> |
| <b>4/5</b>  | <b>F</b> | <b>32</b> | <p><b>Section Meetings:</b> Discuss class readings</p>   |
| <b>4/8</b>  | <b>M</b> | <b>33</b> | <p><b>Earth Day and Beyond: Institutionalization of the New Environmental Paradigm</b></p> <p>Philip Shabecoff “Saving Ourselves” from <i>A Fierce Green Fire</i>” pp 103-119 <b>MOODLE 41</b></p> <p>Philip Shabecoff “The Environmental Revolution” from <i>A Fierce Green Fire</i>” pp 121- 139 <b>MOODLE #42</b></p>   |
| <b>4/10</b> | <b>W</b> | <b>34</b> | <p><b>Dissenters from the Left: The Emergence of Radical Ecology and the Critique of “Shallow” Ecology</b></p> <p>Arne Naess “Ecology: The Shallow and the Deep” pp 167-172 <b>MOODLE #43</b></p> <p>Bill Devall and George Sessions “Principles of Deep Ecology” from <i>Worldviews, Religion, and the Environment</i> pp 434-440 <b>MOODLE #44</b></p> <p><i>Sapiens</i> Ch. 17: “The Wheels of Industry”</p> <p><u>Guest Speaker:</u> Aubrey Pongluelert, Environmental Studies</p> <p style="padding-left: 20px;">➤ <b>6<sup>th</sup> (Final!) Reading Response essay due in class</b></p>   |



| <i>Class</i> | <i>Day</i> | <i>Session</i> | <i>Topic and Assignment Reading</i>  |
|--------------|------------|----------------|--|
| 4/12         | F          | 35             | <b>Section Meetings:</b> Discuss the week's readings<br><i>Go Over Directions for Final Learning Synthesis Essay</i>   |
| 4/15         | M          | 36             | <b>Integrating Social Justice with Environmental Sustainability: Environmental Justice</b><br>Jedediah Purdy: "Environmentalism Was Once a Social-Justice Movement"<br><b>MOODLE #47</b><br><u>Guest Speaker:</u> Robin Saha, Associate Professor, Environmental Studies   |
| 4/17         | W          | 37             | <b>Sacred Time versus Sacred Place: Native American Perspectives</b><br>Vine Deloria "Sacred Lands and Religious Freedom" in <i>For This Land: Writings on Religion in America</i> pp 203-213 <b>MOODLE #45</b><br>George Tinker "Native Americans and the Land: 'The End of Living and the Beginning of Survival'" in <i>Constructing Christian Theologies from the Underside</i> pp 141-151 <b>MOODLE #46</b><br>Rosalyn LaPier "Silent, Sacred and Wild." <b>MOODLE #49</b> Available at: <a href="http://cas.umt.edu/facultydatabase/FILES_Faculty/1489/LaPier_-_Crown_of_Continent_Spring_2015.pdf">http://cas.umt.edu/facultydatabase/FILES_Faculty/1489/LaPier_-_Crown_of_Continent_Spring_2015.pdf</a><br>Rosalyn LaPier "Why Native Americans struggle to protect their sacred places." <b>MOODLE #50</b><br><u>Guest Speaker:</u> Rosalyn LaPier, Associate Professor, Environmental Studies |
| 4/19         | F          | 38             | <b>Section Meetings:</b> Discuss the week's readings<br>➤ <i>Ecological Immersion essay due in class</i>   |
| 4/22         | M          | 39             | <b>Where Does the Nature—Human Relation Go from Here? Globalization &amp; Climate Change in the Anthropocene</b><br><i>Sapiens</i> Ch. 18: "A Permanent Revolution"<br><i>Sapiens</i> Ch. 19: "And They Lived Happily Ever After"<br>Naomi Klein: "Beyond Extractivism: Confronting the Climate Denier Within"<br><b>MOODLE #48</b>  |
| 4/24         | W          | 40             | <b>Wrap-up and Class Review</b>  |
| 4/26         | F          | 41             | <b>Section Meetings:</b> Discuss Readings and Review for Final Exam<br>➤ <i>Final Learning Synthesis Essay Due in class</i>  |
| 5/1          | W          |                | <b>FINAL EXAM 10:10 AM – 12:10 PM</b>  |

## GRADING POLICY

1. *Ishmael* critical response essay: 10%
2. *Journey of the Universe* response essay: 5%
3. Six weekly response essays to the readings: 15%
4. 5 hours of Ecological Immersion and essay: 10%
5. 2 Midterm Exams: 30% (15% each)
6. Final “Learning Synthesis” Essay: 15%
7. Final exam: 15%

Note Re Papers: Papers are due in class **on or before** the date listed in the syllabus. Unless you have made a prior agreement with me, I will take off one grade level (A becomes A-) for each class day an assignment is late. **Note: Email submissions will not be accepted; paper copies only.** Papers with an undue number of errors of punctuation, spelling, or grammar will be returned ungraded for correction and the final grade will be marked down one full letter grade. Written work will be evaluated in terms of your depth of critical analysis, thoughtfulness of reflection, clarity of writing, and ability to address issues raised in the text and in class on the topic at hand. Grades given reflect the following criteria of judgment:

F: Failure to meet minimum requirements

D: Unsatisfactory, but some effort to meet minimum requirements

C: Satisfactory; meet minimum requirements of assignment but not much more

B: Good to Very Good: thoughtful reflection, good analysis, clear writing style

A: Excellent depth of critical analysis, thoughtfulness of reflection, and writing style; demonstrate creativity and mature analytical skills in going beyond the primary requirements of the assignment

Note: Final Grades will be recorded using pluses and minuses.

Attendance: Regular attendance and participation in the class is expected. More than **four** (4) absences will result in losing any benefit of the doubt on your final grade. More than **seven** (7) absences will result in one grade reduction. More than **ten** (10) absences will result in a failing course grade. Late arrivals in class will count as an absence. (**Note:** I do not distinguish between excused and unexcused absences in totaling your number of absences. If you have a valid reason for missing several classes, such as illness or other conflicting commitments, you still **must** speak with the instructor.)

Cellphones & Electronic Devices: Please turn off all cellphones and electronic devices during class time. *Students who text or use electronic devices during class will be asked to leave and counted as absent for that class.*

Academic Dishonesty and Plagiarism: All work submitted is expected to be the student's own. Any acts of plagiarism or academic dishonesty will result in automatic failure of the course, and may result in further academic punishment. If you have any doubts about definitions of plagiarism or academic dishonesty, please review the relevant sections of the University Catalog.

## WEIGHT AND TIMELINE OF ASSIGNMENTS

The total number of points available for class assignments is 500 credit points. There are not extra credit points available (so please don't ask).

In order of due dates, the assignments are:

|   | Assignment                                    | Points | %  | Due Date    |
|---|---|--------|----|-------------|
| 1 | <i>Journey of the Universe</i> response essay | 25     | 5  | January 25  |
| 2 | <i>Ishmael</i> critical response essay        | 50     | 10 | February 4  |
| 3 | 6 Weekly response essays                      | 75     | 15 | Wednesdays  |
| 4 | 1 <sup>st</sup> Midterm exam                  | 75     | 15 | February 22 |
| 5 | 2 <sup>nd</sup> Midterm exam                  | 75     | 15 | March 15    |
| 6 | Ecological Immersion Essay                    | 50     | 10 | April 19    |
| 7 | Final Learning Synthesis essay                | 75     | 15 | April 26    |
| 8 | Final Exam                                    | 75     | 15 | May 1       |

## DESCRIPTION OF WRITTEN ASSIGNMENTS

### Response essay to *Journey of the Universe* (5%)

This is a 3-page critical response essay to the book and documentary, *Journey of the Universe*. See the detailed assignment posted on Moodle for specific instructions. (**Paper Due in class: Jan 25**)

### *Ishmael* critical response essay (10%)

Write a 5-6 page, typed, double-spaced critical response to Daniel Quinn's novel, *Ishmael*. Roughly two-thirds of your essay (4 pages) should be a thoughtful *exposition* of the main points in the book where you *summarize* and *explain* Quinn's argument. Then develop your *response* to the book in the final third of your paper. See the detailed assignment posted on Moodle for specific instructions.

(Note: **Your essay must contain specific references to and relevant quotes from the text to support your exposition and argument. Give page numbers for quotes or where you are summarizing from the text. Your audience has not read the book.**) (**Paper Due: Feb 4**)

### Weekly Response Essays (15%)

Your main job to prepare for the participation portion of this course is to do each assigned reading thoughtfully before class and then to help us discuss it in class, particularly the Friday sessions. To help you think critically about what you read, each week you will write a short two-page response essay to the weekly readings. See the more detailed assignment posted on Moodle for specific instructions.

Turn in your essay to your Friday instructor at the beginning of each **Wednesday** class session **starting the week of Wednesday, February 13<sup>th</sup>**. Your essays should be typed and double-spaced and proofread for writing errors. The purpose is to help you do the reading well and to prepare for the Friday discussion sessions where we will all share our ideas about the reading. You should be prepared to speak about your ideas or questions during the class discussion.

### Ecological Immersion Exercise and Essay (10%)

Each class member will do a minimum of five hours of "ecological immersion" -- participation with a group or in an organized activity focused on environmental issues. We will discuss various

possibilities during the Friday session on March 8<sup>th</sup>; you are also free to choose your own activity (just run it by your session instructor first).

Check the Conservation Calendar on the UM Environmental Studies Program website at <http://www.cas.umt.edu/evst/calendars/conservation-cal.php> for possibilities. Read the more detailed assignment posted on Moodle for specific instructions. **(Due: Friday April 19)**

#### Final “Learning Synthesis” Essay (15%)

The assignment is designed to help you synthesize what you have learned throughout the semester by reflecting on your own views in light of the course materials. The specific directions will be handed out and discussed in your Friday section on April 12<sup>th</sup>. The essay itself is due on Friday the final week of classes. **(Due: Fri, April 26)**

#### Midterm and Final Exams (15% each)

These are 50-minute exams that cover material from the first, second and third portions of the semester. The format of the exam will include multiple choice and short answer identifications to cover basic content you should know, as well as essay questions to assess how well you are able to integrate and reflect on what you are learning. Review sessions will take place on February 15, March 8, and April 26.

Midterm exams: **February 22 & March 15;**

Final exam: **May 1, 10:10 AM – 12:10 PM. Note: No makeup tests for these dates will be allowed without signed official documentation and advanced consent of instructor.**

#### **Important University Policies, Dates and Deadlines**

See the Calendar page in Cyberbear for a list of important dates for **Spring 2018:** [Registrar Calendar](#)  
Students are responsible for being aware of these dates.

Credit/No Credit Grade option: A minimum grade average of D- (60) is required for a CR grade in the CR/NC Grade option.

Incomplete Grade: Please see the criteria that must be met for an Incomplete in the University Catalog. No exceptions will be made for these criteria.

**Food Insecurity:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in school, is urged to notify the professor if you are comfortable doing so. The UC will be opening a Food Pantry in early February, available to any student facing food insecurity.

**Learning Disabilities:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation. For more information, please consult [U Montana Disability Information](#).

## LIST OF MOODLE READINGS, SPRING 2019

1. Edward O. Wilson. "The Diversity of Life" in Matthew A. Cahn and Rory O'Brien, eds. *Thinking About the Environment: Readings on Politics, Property, and the Physical World* (London: M. E. Sharpe, 1996), pp. 193-195.
2. Anne Ehrlich and Paul Ehrlich. "Extinction: Life in Peril" in Lori Gruen and Dale Jamieson, eds. *Reflecting on Nature: Readings in Environmental Philosophy* (New York and Oxford: Oxford University Press, 1994), pp. 335-342.
3. Will Steffen, Wendy Broadgate, Lisa Deutsch, Owen Gaffney, and Cornelia Ludwig. 2015. "The Trajectory of the Anthropocene: The Great Acceleration." *The Anthropocene Review*: 1-18, published online January 16, 2015.
4. Jeffrey Sachs. "The Anthropocene" in *Commonwealth: Economics for a Crowded Planet* (New York: Penguin, 2008), pp. 57-81
5. E. O. Wilson: "The Riddle of the Human Species"; *New York Times*, 2-24-2013.
6. John J. Poggie, Jr., Gretel H. Peltó, Pertti J. Peltó. "Introduction" to *The Evolution of Human Adaptations* (New York: Macmillan, 1976), pp. 1-15.
7. Jared Diamond. "Preface & Introduction" from *Guns, Germs, and Steel: The Fates of Human Societies* (New York and London: W. W. Norton, 1999), pp. 9-25.  
(A) Jared Diamond. "Up to the Starting Line" from *Guns, Germs, and Steel: The Fates of Human Societies* (New York and London: W. W. Norton, 1999), pp. 35-52.
8. Jared Diamond. "Farmer Power" from *Guns, Germs, and Steel: The Fates of Human Societies* (New York and London: W. W. Norton, 1999), pp. 85-92.
9. Jared Diamond. "History's Haves and Have-nots" from *Guns, Germs, and Steel: The Fates of Human Societies* (New York and London: W. W. Norton, 1999), pp. 93-103.
10. Jared Diamond. "To Farm or Not to Farm" from *Guns, Germs, and Steel: The Fates of Human Societies* (New York and London: W. W. Norton, 1999), pp. 104-113.
11. (A) J. John Palen. "Emergence of Cities" from *The Urban World* (New York: McGraw-Hill, 2004), pp. 21-31.  
(B) J. John Palen. "Emergence of Cities" from *The Urban World* (New York: McGraw-Hill, 2004), pp. 32-44.  
(C) J. John Palen. "Emergence of Cities" from *The Urban World* (New York: McGraw-Hill, 2004), pp. 45-57.
12. Daniel Hillel. "Environment and Culture: A Premise and Its Implications" in *The Natural History of the Bible* (New York: Columbia University Press, 2006), pp. 11-25.
13. Hebrew Bible selections from *The New Oxford Annotated Bible* (New Revised Standard Version).
14. Victor Ferkiss. "To Serve Man or to Serve Nature?" in *Nature, Technology, and Society: Cultural Roots of the Current Environmental Crisis* (New York and London: New York University Press, 1993), pp. 1-17, 226-231.
15. "Great Chain of Being," *New World Encyclopedia*, accessed from:  
[http://www.newworldencyclopedia.org/entry/Great\\_Chain\\_of\\_Being](http://www.newworldencyclopedia.org/entry/Great_Chain_of_Being).
16. Peter Marshall, "The Scientific Revolution: Nature on the Rack" in *Nature's Web: Rethinking Our Place on Earth* (New York & London: M. E. Sharpe, 1992) pp. 168-179.
17. Peter Marshall, "Philosophers of the Brave New World" in *Nature's Web: Rethinking Our Place on Earth* (New York & London: M. E. Sharpe, 1992) pp. 180-193.
18. John Locke, "Of Property" from *The Two Treatises of Government*. (Lonang Institute, 2003-2006).
19. Peter Marshall, "The Enlightenment: the Disenchantment of Nature" in *Nature's Web: Rethinking Our Place on Earth* (New York & London: M. E. Sharpe, 1992) pp. 214-221.

20. Victor Ferkiss. "Technology Triumphs: The Industrial Revolution" in *Nature, Technology, and Society: Cultural Roots of the Current Environmental Crisis* (New York and London: New York University Press, 1993), pp. 47-63, 232-235.
21. Charles Darwin. Selections from *The Origin of Species* (New York and London: W. w. Norton, 2002), pp. 27-30, 115-121.
22. Excerpts from Elizabeth Kolbert, *The Sixth Extinction: An Unnatural History* (New York: Henry Holt & Co., 2014), pp. 23-30, 33-36, 41-46, 47-55, 67-69.
23. Donald Worster. "Scrambling for Place" from *Nature's Economy: The Roots of Ecology*" (New York and Cambridge: Cambridge University Press, 1994), pp. 145-169.
24. Roderick Nash. "Henry David Thoreau: Philosopher" in *Wilderness and the American Mind* (New Haven and London: Yale University Press, 1973), pp. 84-95.
25. Henry David Thoreau. "Walking" from the *Pennsylvania State University's Electronic Classics Series* (1998), pp. 3-32.
26. Rebecca Solnit, "The Thoreau Problem," *Orion* May 2007, accessed from: <https://orionmagazine.org/article/the-thoreau-problem/>.
27. Roderick Nash. "Wilderness Preserved" in *Wilderness and the American Mind* (New Haven and London: Yale University Press, 1973), pp. 108-121.
28. Roderick Nash. "John Muir: Publicizer" in *Wilderness and the American Mind* (New Haven and London: Yale University Press, 1973), pp. 122-140.
29. Roderick Nash. "Hetch Hetchy" in *Wilderness and the American Mind* (New Haven and London: Yale University Press, 1973), pp. 161-181.
30. John Muir, Excerpts from "A Wind-storm in the Forests." Ch. 10 in *The Mountains of California* (New York: The Century Company, 1894); accessed from: [http://vault.sierraclub.org/john\\_muir\\_exhibit/writings/the\\_mountains\\_of\\_california/](http://vault.sierraclub.org/john_muir_exhibit/writings/the_mountains_of_california/).
31. John Muir. "The Philosophy of John Muir" from *The Wilderness World of John Muir* (Boston: Houghton Mifflin, 1954), pp 311-323.
32. Dorceta Taylor. "People of Color: Access to and Control of Resources." From Dorceta Taylor, *The Rise of the American Conservation Movement* (Durham & London: Duke University Press, 2016), pp. 109-157.
33. Robert Gottlieb. "Urban and Industrial Roots: Seeking to Reform the System." From Robert Gottlieb, *Forcing the Spring: The Transformation of the American Environmental Movement* (Washington DC: Island Press, 1993), pp. 47-80.
34. Aldo Leopold. "Thinking Like a Mountain" from *A Sand County Almanac* (New York: Sierra Club / Ballantine, 1966), pp. 137-141.
35. Aldo Leopold. "The Land Ethic" from *A Sand County Almanac* (London, Oxford and New York: Oxford University Press, 1949), pp. 201-226.
36. Roderick Nash. "Aldo Leopold: Prophet" in *Wilderness and the American Mind* (New Haven and London: Yale University Press, 1973), pp.182-199.
37. John Grim and Mary Evelyn Tucker, "Ecology, Conservation, and Ethics." In *Ecology and Religion* (Washington D.C.: Island Press, 2014), pp. 62-77.
38. Excerpts from Rachel Carson: *Lost Woods: The Discovered Writing of Rachel Carson*. Linda Lear, editor. (Boston: Beacon Press, 1998), pp. 101-109, 197-200, 211-222, 227- 245.
39. Rachel Carson. "Introduction" by Linda Lear and "The Obligation to Endure," Ch.2 in *Silent Spring* (New York: Houghton Mifflin, 1962, 2002), pp. x-xlx, 5-14.
40. Douglas H. Strong. "Rachel Carson" in *Dreamers and Defenders: American Conservationists* (Lincoln and London: University of Nebraska Press, 1971, 1988), pp. 177-195.
41. Philip Shabecoff. "Saving Ourselves" from *A Fierce Green Fire: The American Environmental Movement* (Washington and London: Island Press, 2003), pp. 103-119.
42. Philip Shabecoff. "The Environmental Revolution" from *A Fierce Green Fire: The American Environmental Movement* (Washington and London: Island Press, 2003), pp. 121-139.

43. Arne Naess. "Ecology: The Shallow and the Deep" in Matthew A. Cahn and Rory O'Brien, eds. *Thinking About the Environment: Readings on Politics, Property, and the Physical World* (London: M. E. Sharpe, 1996), pp. 167-172.
44. Bill Devall and George Sessions. "Principles of Deep Ecology" in Richard Foltz, ed. *Worldviews, Religion, and the Environment* (Thomson-Wadsworth, 2003), pp. 434-440.
45. Vine Deloria, Jr. "Sacred Lands and Religious Freedom" in *For This Land: Writings on Religion in America* (New York and London: Routledge, 1999), pp. 203-213.
46. George Tinker. "Native Americans and the Land: 'The End of Living and the Beginning of Survival'" from Susan Brooks Thistlethwaite and Mary Potter Engel, eds. *Constructing Christian Theologies from the Underside* (San Francisco: Harper and Row, 1990), pp. 141-151.
47. Jedediah Purdy. "Environmentalism Was Once a Social-Justice Movement." *The Atlantic*, 12/8/2016.
48. Naomi Klein. "Beyond Extractivism: Confronting the Climate Denier Within." From Naomi Klein, *This Changes Everything: Capitalism vs. the Climate* (New York: Simon & Schuster, 2014), pp. 161-187.
49. Rosalyn LaPier. "Silent, Sacred and Wild." *Crown of the Continent and Greater Yellowstone Magazine* (2015, 1)
50. Rosalyn LaPier. "Why Native Americans struggle to protect their sacred places." *The Conversation* (August 14, 2018)
51. Additional Environmental Justice readings:  
"Toxic Wastes at Twenty: Introduction & Chapter 1." Available at:
52. <https://www.nrdc.org/sites/default/files/toxic-wastes-and-race-at-twenty-1987-2007.pdf>. Paul Mohai, David Pellow & J. Timmons Roberts. "Environmental Justice." *Annual Review of Environmental Resources*, 2009, Vol. 34, pp. 405-30. "Toxic Turmoil." *The Missoulian*. May 31, 2009.